

**INSTRUCTIONAL ENGLISH READING  
MATERIALS USED BY TEACHER AT GRADE X  
SMKN 1 PANGKALAN KOTO BARU 50 KOTA  
REGENCY**

**THESIS**



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*This thesis is submitted to fulfill one of the requirements  
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## **ABSTRAK**

Sari, nofrika. 2012. An Analysis of English Reading Materials Used by Teacher at Grade X SMKN 1 Pangkalan Koto Baru kabupaten 50 Kota. Thesis. Padang. Program Pascasarjana Pendidikan Bahasa Inggris. Universitas Negeri Padang. Pembimbing : (1) Prof. Dr. H. Mukhaiyar , M. Pd . (2) Prof. Drs. H. Zainil, M. A., Ph. D

Kata kunci : Membaca, bahan bacaan

Materi bacaan adalah hal yang sangat penting dalam proses pembelajaran membaca untuk mencapai tujuan pembelajaran. Mengingat pentingnya peranan bahan bacaan, maka bahan bacaan perlu dianalisa. Tujuan penelitian ini adalah untuk mengetahui bagaimana bahan bacaan pada mata pelajaran bahasa inggris yang digunakan oleh guru di kelas X SMKN 1 Pangkalan memenuhi kriteria bahan bacaan yang bagus. Tujuan ini dipecah menjadi beberapa aspek : autentisitas, realitas, konteks dan terpusat pada siswa. Jenis penelitian ini adalah deskriptif kualitatif. Angket, lembar observasi dan wawancara merupakan instrumen yang digunakan pada penelitian ini. Sumber data pada penelitian ini adalah siswa SMKN 1 Pangkalan kelas X khususnya jurusan pertanian yang berjumlah 50 Orang dan 1 orang guru bahasa inggris. Data dikumpulkan dengan menyebarkan angket, observasi dan wawancara.

Hasil penelitian menunjukan bahwa bahan bacaan pada mata pelajaran bahasa inggris yang digunakan oleh guru belum memenuhi semua kriteria bahan bacaan yang bagus. Bahan bacaan tersebut belum memenuhi kriteria autentisitas, realitas dan konteks. Hanya aspek terpusat pada siswa yang telah terpenuhi. Dengan demikian dapat disimpulkan bahwa bahan bacaan pada mata pelajaran bahasa inggris yang digunakan oleh guru pada kelas X di SMKN 1 Pangkalan Koto Baru belum memenuhi semua kriteria bahan bacaan yang bagus.

## **ABSTRACT**

Sari, Nofrika. 2012. An Analysis of Instructional English Reading Materials Used by the Teacher at Grade X SMKN I Pangkalan Koto Baru 50 Kota Regency. Thesis. Padang. English Education Program, Graduate Program. State University of Padang. Advisors: (1) Prof. Dr. H Mukhaiyar, M.Pd. (2) Prof Drs. H. Zainil, M.A., Ph.D.

Key words: Reading, Instructional English reading materials

Instructional English reading materials are the important things in the learning reading process in order to reach the learning goals. Since it is very important thing, instructional English reading materials need to be analyzed. This research is aimed to find out whether the instructional English reading materials used by the teacher fulfill the criteria of good instructional English reading materials or not. The criteria are; authenticity, realism, context, and focus on the learners' needs. This research is classified into descriptive qualitative. Questionnaire, observation, and interview are used as instruments. Source of the data are the instructional English reading materials used by teacher, the students of grade X which consist of 50 students, and one English teacher. The data are collected by distributing questionnaire, doing observation, and interview.

The result of this research showed that instructional English reading materials used by the teacher do not fulfill yet all the criteria of good instructional English reading materials. It does not fulfill the aspect of authenticity, realism, context, and focus on the learners' needs. From the result of this research, it can be concluded that instructional English reading materials used by the teacher at grade X SMKN I Pangkalan Koto Baru 50 Kota regency cannot be classified into good instructional English reading materials.

## SURAT PERNYATAAN

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Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul "An analysis of Instructional English Reading Materials Used by Teacher at Grade X SMKN I Pangkalan Koto Bar 50 Kota Regency" Adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan sendiri tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan dalam daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya dengan norma dan ketentuan hukum yang berlaku.

Padang, juli 2012

Saya yang menyatakan



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The Researcher

Nofrika Sari

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Instructional materials are a number of materials or a substance of the courses which is sequentially and systematically set up for the purpose of teaching and learning. It describes the complex materials of the competencies that are going to be mastered by students in learning activities. The function of the instructional materials can help the teachers and students in the instructional activities to achieve learning's goal and curriculum target. Instructional materials are used to support the teaching and learning process. They are not only used to increase students' comprehension, interpreting and gaining the accurate information, but also can determine who passes from instructional objective, and who are the talented students in learning activities. In other word, the materials are very important to build students' knowledge in English and students' characters, especially for English reading skill.

Selecting the instructional materials is one of the teachers' tasks. Emphasizing on selecting the interesting and relevant instructional materials plays the important role in teaching and learning. It is caused by English competence in learning activities that must be mastered by the students can be seen from instructional materials selected especially in instructional English reading materials. To improve the student' mastery in reading, it needs good reading

materials. So, the English teacher should be selective in choosing a good reading material presented in the textbooks in order to achieve the objective of education.

A vocational school must provide the instructional materials based on the school's curriculum and learning goals. There are many majors in vocational school such as agriculture, and technology. It means that if the vocational school focuses on agriculture, the materials must be provided for agriculture studies, if it focuses on technical it must be provided for technical studies.

In recent year, the teachers are free to choose instructional materials. Teachers may construct the instructional materials from many sources. Based on the preliminary studies, vocational school of Pangkalan Koto Baru grade X which focuses on agriculture, the teachers spend much time using textbooks in class and most of the texts used in reading section were not related to students' major. The researcher also found that the students are quite lazy in reading activity. These facts make the researcher not believe the teacher to have constructed good instructional English reading materials for the students grade X.

Based on the problems above, the researcher is interested in conducting a research on an analysis of instructional English reading materials used by the teacher in SMKN I Pangkalan Koto Baru 50 Kota Regency, especially at grade X which focuses on agriculture. This study is conducted because the instructional materials is one of tools to motivate the students, build the skills, good values, interests, characters, and background knowledge on agriculture studies.

## **B. Identification of the Problem**

Instructional materials are very important to build students' skills, background knowledge, characters on curriculum goals, and instructional purposes. In other word, the more appropriate instructional materials selected by the English teacher the more knowledge built by the English teacher on agriculture studies. In selecting instructional materials for teaching, a teacher must consider some criteria in order to reach the instructional goals in learning and teaching activities well.

Based on the background of the problem above, it is clearly stated that in learning reading, instructional English reading materials used by teacher is a very important tool in order to reach the goals of teaching and learning process. But there are still some problems in instructional English reading materials used by teachers. On the preliminary study, the researcher found that some students are not interested in reading the instructional English reading materials, the English teacher spend much time using textbooks, and most of the texts used in reading section were not related to students' major as agriculture students. The impacts of those problems make them lack of English reading materials knowledge on agriculture studies. It can be said that the best instructional English reading materials selected will build the students' knowledge and students' motivation, and can improve the students' level and interest in reading activities.

### **C. Limitation of the Problem**

Related to the identification of the problem above, this research problem is limited to instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru 50 Kota Regency.

### **D. Formulation of the Problem**

Based on the limitation of the problems above, it can be formulated as follows: “Do the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru fulfill the criteria of good instructional English reading materials?”

### **E. Research Questions**

The research questions of this research as follows:

1. Are the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru authentic?
2. Do the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru fulfill the realism aspect?
3. Do the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru match with the context?
4. Do the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru focus on the learners' needs?

## **F. Purpose of the Research**

The purpose of the study as follows;

1. To find out the authenticity of the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru.
2. To find out the aspect of realism of the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru.
3. To find out whether the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru match with the context or not.
4. To find out whether the instructional English reading materials used by the teacher at grade X of SMKN I Pangkalan Koto Baru focus on the learners' needs or not.

## **G. Significance of the Research**

It was greatly expected that the finding of this research would give contribution to the English teacher in constructing instructional English reading materials both practically and theoretically. Practically, after reading and understanding the result of this research later on, the English teacher will be able to construct the instructional English reading materials that fulfill the criteria of good instructional English reading materials. Theoretically, it was expected that this research findings would greatly influence as well as enrich the theory of instructional English reading materials construction, especially how to design

good instructional English reading materials. Finally, it was also hoped that the research finding would be beneficial as a useful information for the following researchers or writers who wish to conduct further research or to write paper concerning with instructional English reading materials.

#### **H. Definition of the Key terms**

To avoid misunderstanding about the terms used in this research, here some key terms which are related to this research, as follows:

1. Reading is a process of recognition, interpretation, and perception of a written or printed text through reading activities.
2. Instructional English Reading materials mean anything which is used by teachers or learners to facilitate the learning reading.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings, there are several conclusions, as follows:

1. Instructional English reading materials used by the teacher at grade X SMKN I Pangkalan Koto Baru are not authentic.
2. Teacher used instructional English reading materials which are not fulfill the realism aspect.
3. Instructional English reading materials used by the teacher do not match with the student major; it means teacher used instructional English reading materials which do not match with the context.
4. Instructional English reading materials used by teacher do not fulfill the aspect of focus on the learner' needs.

In short, instructional English reading materials used by teacher at grade X SMKN I Pangkalan Koto Baru 50 Kota Regency do not fulfill yet all the criteria of good instructional English reading materials. It means that the instructional English reading materials used by teacher cannot be classified into good instructional English reading material.



## **B. Implication**

In connection with the research finding, it implies that English teacher at SMKN I Pangkalan Koto Baru especially at grade X lack of knowledge about how to construct good instructional English reading materials. The teacher is expected to know about the criteria of good instructional English reading materials, such as authenticity, realistic, match with the context, and focus on the learners' needs, and be able to construct the good instructional English reading materials in order to reach teaching and learning goals. It is also expected to the teacher to join with the training and seminar on instructional materials construction.

Then, the teacher can share the experience in the teacher forum (MGMP) about how to construct good instructional English reading materials. It is useful to minimize the mistakes or error in constructing Instructional English reading materials. In other word, teacher is expected to be able to construct good instructional English reading materials, so that the students have competencies in those materials based on their major.

## **C. Suggestions**

In accordance with the research findings, there are several suggestions suggested for teacher, school and the next researcher. There are some suggestions addressed for teacher in SMKN I Pangkalan Koto Baru. First, it is strongly

suggested for the teacher to use authentic materials in reading activity. Second, teacher should use realistic instructional English reading materials and real object to support reading text. Third, teachers are also suggested to choose reading materials which match with the context, especially the students' major. Fourth, Teacher is supposed to use instructional English reading materials which focus on the learners needs.

In line with the previous statements, it is also suggested for the head master of this school to improve several aspects of the teaching and learning process at this school so that the good instructional English reading materials can be constructed and applied effectively. First, school is suggested to fulfill enough facility for both teacher and students such as laptop or notebook,, LCD projector, internet, etc. Second, increasing of those kinds of facilities will not make any sense if the teacher has lack of knowledge in operating the devices, so, it is suggested to schools to hold either seminar or training program for teacher in operating technology-based equipment. As the result, teacher, especially English teacher, will be able to use the authentic materials and the devices effectively.

Other suggestions are also addressed for the next researchers who would like to conduct deeper research on this study. Since this research is limited on the analysis of Instructional English reading materials used by teacher in SMKN I Pangkalan Koto Baru 50 Kota Regency, it is suggested to the next researchers to analyze instructional English reading materials used by teacher from other aspects. It is also suggested to the next researchers to analyze instructional

English materials upon other skill in English such as speaking, listening and writing.

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